

# BRIEFING PACKET STATE RELEASE

## COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

### ACCOUNTABILITY CYCLE 2004

Midpoint Report  
(1998-1999 to 2002-2003)



*Embargoed until  
October 7, 2003  
Noon EDT*

KENTUCKY DEPARTMENT OF EDUCATION  
Gene Wilhoit, Commissioner  
October 7, 2003

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**ADDENDUM: ALPHABETICAL LISTING OF SCORES BY DISTRICT, GRADE AND SCHOOL**

## Introduction

This is the Midpoint Report of the second biennium of the Long-Term Accountability System of the Commonwealth Accountability Testing System (CATS). It represents the *first* year of the second application of the Growth Chart unique to each school (see sample Growth Chart below). Note that the second biennium of CATS will *not* be complete until after the Spring 2004 test administration.

Each school has a precise target to meet or exceed in each biennium to reach the Meeting Goal area of the graphic, and thus to be on target to reach 100 or Proficiency by 2014. The target values for each school include a standard error or fairness margin for the Goal and Assistance Lines. Because of this, the Long-Term Accountability Model gives an acceptable cushion to schools in that if a school is just *below* the Goal line, but within one standard error, the school is treated as if (or categorized as if) the school was at or above the Goal Line. The same holds true for the Assistance Line.

Besides establishing a system of rewards for school improvement, CATS also provides sanctions for schools that do not demonstrate required growth (see 703 KAR 5:120 Assistance for schools; guidelines for scholastic audit). According to regulation, all schools falling into the Assistance classification are rank-ordered from highest to lowest according to the school's combined 2003/2004 accountability index. This set of schools is then divided into thirds. The top third are designated Level 1 schools, the middle third Level 2, and the bottom third Level 3. The following briefly summarize the audit/review process for these schools:

- Level 3 Schools will be scheduled for scholastic audits by an external team coordinated by KDE. The school shall adhere to the requirements for a “Level 3” school as defined in 703 KAR 5:120 Sections 4, 5, 6, 7, 8 and 9. Level 3 schools shall receive education assistance from a Highly Skilled Educator under KRS 158.782 and a scholastic audit. Assistance Level 3 schools may be eligible to receive Commonwealth School Improvement Funds.
- Level 2 Schools are required to receive a scholastic review by a team set up by KDE. The team must include local district members. The school shall adhere to the requirements for a “Level 2” school as defined in 703 KAR 5:120 Section 3. Level 2 schools shall receive a scholastic review facilitated by a designee of the Commissioner of Education with assistance from the district’s central office staff. Assistance Level 2 schools may be eligible to receive Commonwealth School Improvement Funds.
- Level 1 Schools are required to receive a scholastic self-review by a team set up by the local school district. The school shall adhere to the requirements for a “Level 1” school as defined in 703 KAR 5:120 Section 2. Level 1 schools must conduct a scholastic review and self-study facilitated by the district’s professional development coordinator with assistance provided by Kentucky Department of Education (KDE) staff. Assistance Level 1 schools may be eligible to receive Commonwealth School Improvement Funds.

The following summarize important points about the CATS Long-Term Accountability Model (see illustration on the next page):

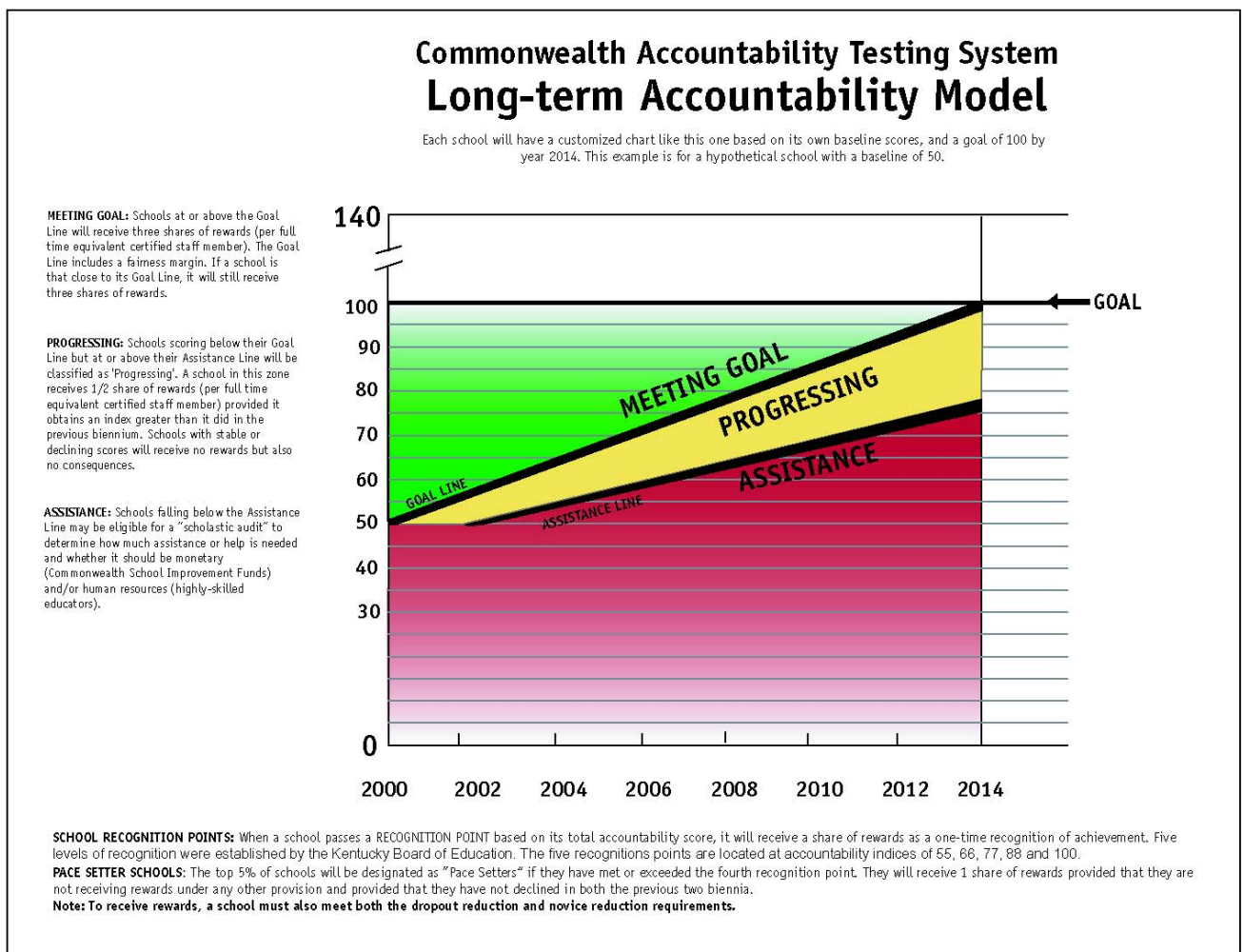
- The Goal Line represents the point at or above which schools become eligible for rewards for *growth*. Notice how it is represented by a straight line that begins in 2000 at the baseline and ends in 2014 at 100.
- The Assistance Line represents the point below which a school becomes eligible for assistance from the state; a straight line that begins in 2002 at the baseline and ends in 2014 at 80.

- Both of the lines (Goal Line and the Assistance Line) have associated standard errors ranging from approximately 0.5 to 3.0, depending upon school level (elementary, middle or high school) and the number of students in the school.
- Schools between the Goal Line and the Assistance Line are considered Progressing and are held harmless in the accountability system if they continue to demonstrate growth.
- For a school to be eligible for rewards, it must also meet the novice reduction and dropout criteria:

Schools must reduce their percent of novices on a schedule so that by 2014, the school has 5 percent or less of its students scoring novice.

High schools must have a dropout rate less than or equal to 5.3 percent or reduce their percent of dropouts by 0.5 percent, but still have a dropout rate less than or equal to 6 percent.

- The Long-Term Accountability Model also provides a set of one-time Recognition points and defines the requirements for being a “Pace Setter” school.



## OBSERVATIONS

This is the Midpoint Report of the second biennium of the Long-Term Accountability System of the Commonwealth Accountability Testing System (CATS).

In June 2001 the Kentucky Board of Education approved new performance standards for CATS. Using these new standards, baseline scores were developed for each of Kentucky's nearly 1,300 public schools. The 1998-99 through 2002-2003 accountability indices and trends reported here are based upon the new standards and baselines.

The accountability indices listed include the Norm Referenced Test (NRT) and the Comprehensive Test of Basic Skills (CTBS)<sup>1</sup>. The NRT component accounts for 5% of the total accountability index.

Note that beginning this year, regional data are not reported.

### **ELEMENTARY SCHOOL PERFORMANCE:**

- Students are tested in Reading, Language Arts and Mathematics at the End of Primary with multiple-choice questions; Reading and Science at the 4<sup>th</sup> grade level with multiple-choice and open-response questions, a writing sample, and a writing portfolio; and Mathematics, Social Studies, Arts and Humanities and Practical Living/Vocational Studies at the 5<sup>th</sup> grade level with multiple-choice and open-response questions.
- Students with disabilities who cannot participate in the regular curriculum and consequently, the regular assessments, submit an Alternate Portfolio at the 4<sup>th</sup> grade level for accountability.
- Compared to the goal of 100, students scored highest in Reading with an index of 83.5.
- In Reading, 62% of the students scored Proficient or Distinguished with 25% of the students scoring Apprentice. Only 13% remain in the Novice category.
- The second-highest academic index performance was shown in Science at 81.7.
- In Science, 9% of the students scored at the Distinguished performance level; 38% of the students scored Proficient; and 45% scored in the Apprentice range.
- The lowest performance area is Arts and Humanities, with an index of 55.4.

### **MIDDLE SCHOOL PERFORMANCE:**

- Students are tested in Reading, Language Arts and Mathematics at the 6<sup>th</sup> grade level with multiple-choice questions; Reading and Science at the 7<sup>th</sup> grade level with multiple-choice and open-response questions, a writing sample, and a writing portfolio; and Mathematics, Social Studies, Arts and Humanities and Practical Living/Vocational Studies at the 8<sup>th</sup> grade level with multiple-choice and open-response questions.
- Students with disabilities who cannot participate in the regular curriculum and consequently, the regular assessments, submit an Alternate Portfolio at the 8<sup>th</sup> grade level for accountability.

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<sup>1</sup> Reading, Language Arts, and Mathematics subscores are used.

- Compared to the goal of 100, Reading showed the highest achievement with an index of 82.7.
- In Reading, 57% of the 7<sup>th</sup> grade students were Proficient or Distinguished, with 31% scoring Apprentice.
- The second-highest performance was shown in Social Studies and Practical Living/Vocational Studies with an academic index of 70.3 and 70.0, respectively.
- In Social Studies, 36% of 8<sup>th</sup> grade students were Proficient or Distinguished, with 44% at Apprentice. In Practical Living/Vocational Studies, 38% of students were Proficient or Distinguished, with 40% at Apprentice.
- The lowest performance area is Writing, with an overall index of 51.9.
- In On-Demand Writing, 25% of the students in grade 7 are still scoring in the Novice level. This is an area of concern.

### **HIGH SCHOOL PERFORMANCE:**

- Students are tested in Reading, Language Arts and Mathematics at the 9<sup>th</sup> grade level with multiple-choice questions; Reading and Practical Living/Vocational Studies at the 10<sup>th</sup> grade level with multiple-choice and open-response questions; Mathematics, Science, Social Studies and Arts and Humanities at the 11<sup>th</sup> grade level with multiple-choice and open-response questions; and Writing at the 12<sup>th</sup> grade level with a writing sample and a writing portfolio.
- Students with disabilities who cannot participate in the regular curriculum and consequently, the regular assessments, submit an Alternate Portfolio their last year of high school for accountability.
- The main 4 core subjects of Reading, Mathematics, Science and Social Studies showed academic indices all within a range of 64.0 to 70.6, compared to the state goal of 100.
- The highest academic indices were Practical Living/Vocational Studies and Reading, at 75.6 and 70.6, respectively.
- The lowest achievement was shown in Science at 64.0.
- In Mathematics, 33% of the students scored Proficient or Distinguished, with 32% in the Apprentice category.
- In Social Studies, 29% of the students scored Proficient or Distinguished, with another 49% scoring Apprentice.
- In Science, 30% of the students scored Proficient or Distinguished, with another 42% scoring Apprentice.
- While Reading, Mathematics and Writing showed increases, Science and Social Studies slipped some. These area areas of concern.

### **ALL GRADES AND CONTENT AREAS:**

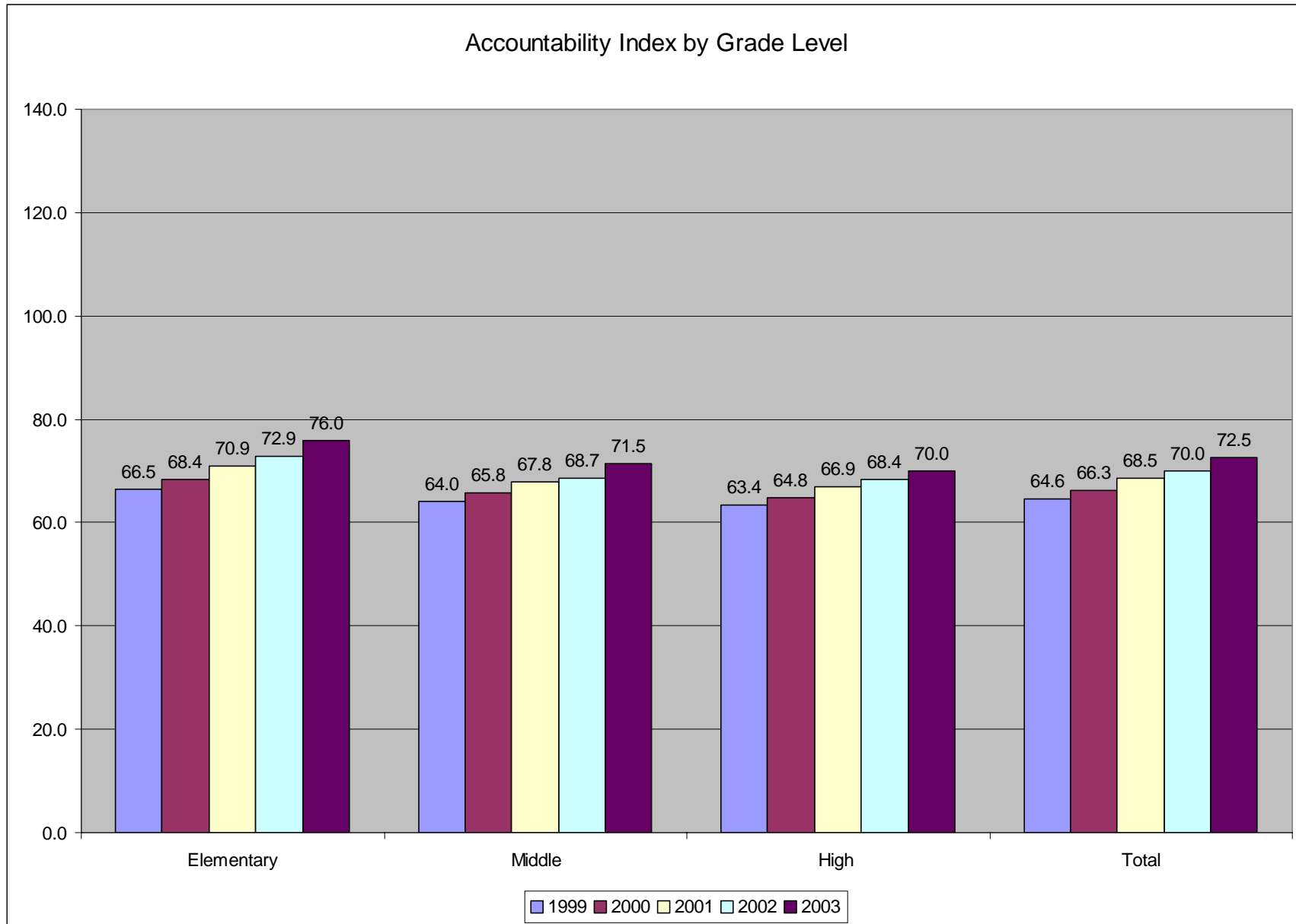
Each grade level has registered yearly gains over the five years of CATS. The gains in 2003 are particularly encouraging, especially in the basic core subject areas.

The gain in the academic index from 2001 to 2002 for elementary, middle and high schools was 2.1, 1.0 and 1.7, respectively. Gains for 2002 to 2003 were 3.3, 3.1 and 1.7, respectively. Elementary and Middle schools showed more progress in 2003 as compared to 2002. High schools maintained the same overall progress as in 2002.

From 2002 to 2003, elementary and middle schools showed progress within each content area. For example, at the middle school level, the Math index increased by 4.4; at the elementary school level the writing index increased by 5.9. High schools also showed progress in all content areas except Science and Social Studies where a slight decrease in scores occurred. (Science's academic index decreased from 64.5 to 64.0 while Social Studies' academic index decreased from 68.2 to 67.3.)

	Number Tested by Grade				
	1999	2000	2001	2002	2003
<b>End of Primary</b>	51,641	50,854	49,800	48,764	48,206
<b>4th Grade</b>	48,553	49,554	49,949	49,302	48,570
<b>5th Grade</b>	46,795	48,476	49,508	50,207	49,680
<b>6th Grade</b>	47,557	46,860	48,668	49,861	50,751
<b>7th Grade</b>	48,176	48,186	47,657	49,266	50,314
<b>8th Grade</b>	48,936	47,448	47,544	47,367	49,075
<b>9th Grade</b>	51,397	51,757	50,590	50,828	50,509
<b>10th Grade</b>	45,976	44,580	45,565	45,243	45,676
<b>11th Grade</b>	40,756	40,649	39,401	40,514	40,506
<b>12th Grade</b>	37,976	37,974	37,683	37,276	38,572

	Number Tested by Level				
	1999	2000	2001	2002	2003
<b>Elementary</b>	146,989	148,884	149,257	148,273	146,456
<b>Middle</b>	144,669	142,494	143,869	146,494	150,140
<b>High</b>	176,105	174,960	173,239	173,861	175,263
<b>Total</b>	467,763	466,338	466,365	468,628	471,859





Performance Level Percentages												
Elementary		Novice				Apprentice				Proficient	Distinguished	Academic Index
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.27	1.32	16.61	18.20	6.80	8.98	9.97	25.75	50.40	5.65	78.9
	2000	0.16	0.90	15.58	16.64	6.97	8.61	10.65	26.23	51.70	5.43	79.9
	2001	0.15	0.67	14.86	15.68	6.98	8.86	10.08	25.92	52.97	5.43	80.7
	2002	0.10	0.54	14.33	14.96	6.71	8.89	9.21	24.80	54.08	6.16	81.9
	2003	0.09	0.64	12.43	13.16	6.86	8.39	9.38	24.64	55.50	6.71	83.5
Mathematics	1999	0.44	3.82	38.44	42.70	9.76	9.70	9.78	29.23	24.00	4.07	57.7
	2000	0.63	3.13	34.81	38.57	10.71	9.73	9.75	30.19	26.50	4.75	60.5
	2001	0.43	2.59	31.76	34.78	10.40	9.92	10.58	30.90	28.25	6.07	63.9
	2002	0.37	1.92	30.17	32.46	10.28	10.41	10.51	31.20	29.14	7.21	66.1
	2003	0.26	2.24	28.71	31.21	10.36	9.56	10.81	30.73	29.82	8.25	67.7
Science	1999	0.28	1.39	16.38	18.05	13.05	16.75	19.49	49.28	27.21	5.46	70.2
	2000	0.28	0.96	13.17	14.41	12.15	17.88	19.63	49.66	30.41	5.52	73.0
	2001	0.26	0.81	10.63	11.70	10.70	16.50	19.60	46.80	34.50	7.00	77.0
	2002	0.18	0.71	10.25	11.13	10.09	16.89	20.38	47.36	34.98	6.53	77.4
	2003	0.14	0.47	7.66	8.27	8.87	15.70	20.34	44.91	37.80	9.02	81.7
Social Studies	1999	0.26	2.27	32.15	34.69	8.86	8.90	8.64	26.39	31.60	7.33	66.3
	2000	0.24	2.21	32.13	34.57	7.16	10.02	8.45	25.63	32.38	7.42	67.0
	2001	0.28	1.89	30.14	32.31	8.21	9.72	9.00	26.93	32.45	8.31	68.5
	2002	0.15	1.55	28.26	29.95	7.55	9.69	9.27	26.51	34.16	9.38	71.1
	2003	0.14	1.15	25.64	26.93	7.15	9.42	8.71	25.27	37.60	10.19	74.2

Performance Level Percentages												
Elementary		Novice				Apprentice				Proficient	Distinguished	Academic Index
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	1.25	51.27	N/A	52.52	N/A	35.47	N/A	35.47	8.68	3.34	41.3
	2000	1.47	46.78	N/A	48.25	N/A	38.25	N/A	38.25	9.90	3.60	44.0
	2001	0.94	43.60	N/A	44.54	N/A	43.80	N/A	43.80	9.28	2.38	44.6
	2002	0.71	37.83	N/A	38.54	N/A	46.72	N/A	46.72	10.74	3.99	49.3
	2003	1.37	35.85	N/A	37.23	N/A	38.63	N/A	38.63	15.53	8.61	55.4
Practical Living/ Vocational Std.	1999	1.45	23.99	N/A	25.44	N/A	28.76	N/A	28.76	36.95	8.86	69.7
	2000	1.47	22.77	N/A	24.25	N/A	30.45	N/A	30.45	36.58	8.72	70.0
	2001	1.42	20.66	N/A	22.09	N/A	31.49	N/A	31.49	36.23	10.19	72.1
	2002	0.83	18.77	N/A	19.60	N/A	31.79	N/A	31.79	39.40	9.21	73.8
	2003	0.99	16.81	N/A	17.80	N/A	29.06	N/A	29.06	41.74	11.40	77.3
Total Writing	1999	0.39	32.75	N/A	33.13	N/A	48.90	N/A	48.90	16.94	1.01	52.0
	2000	0.35	29.70	N/A	30.04	N/A	50.07	N/A	50.07	18.83	1.06	54.2
	2001	0.35	23.78	N/A	24.13	N/A	52.29	N/A	52.29	22.02	1.56	58.7
	2002	0.24	18.19	N/A	18.43	N/A	56.27	N/A	56.27	23.48	1.81	62.1
	2003	0.34	13.38	N/A	13.72	N/A	52.47	N/A	52.47	31.31	2.50	68.0
Writing On-Demand	1999	0.47	59.96	N/A	60.43	N/A	37.75	N/A	37.75	1.76	0.07	N/A
	2000	0.47	54.96	N/A	55.43	N/A	39.58	N/A	39.58	4.85	0.14	N/A
	2001	0.42	44.69	N/A	45.11	N/A	47.56	N/A	47.56	7.06	0.26	N/A
	2002	0.30	31.38	N/A	31.68	N/A	63.29	N/A	63.29	4.74	0.29	N/A
	2003	0.28	35.49	N/A	35.78	N/A	55.97	N/A	55.97	7.71	0.55	N/A
Writing Portfolio	1999	0.37	25.95	N/A	26.31	N/A	51.69	N/A	51.69	20.74	1.25	N/A
	2000	0.32	23.38	N/A	23.69	N/A	52.69	N/A	52.69	22.33	1.29	N/A
	2001	0.33	18.55	N/A	18.89	N/A	53.47	N/A	53.47	25.76	1.89	N/A
	2002	0.23	14.89	N/A	15.12	N/A	54.52	N/A	54.52	28.17	2.19	N/A
	2003	0.35	7.85	N/A	8.20	N/A	51.60	N/A	51.60	37.21	2.99	N/A

Performance Level Percentages												
Middle		Novice				Apprentice				Proficient	Distinguished	Academic Index
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.49	1.20	14.49	16.17	7.90	12.02	13.44	33.36	44.12	6.35	78.1
	2000	0.40	1.08	13.88	15.36	8.23	12.20	13.33	33.76	44.77	6.11	78.3
	2001	0.43	0.78	11.64	12.84	7.48	12.51	13.28	33.27	48.03	5.86	80.5
	2002	0.31	0.78	11.04	12.13	8.04	11.56	12.53	32.14	49.49	6.24	81.4
	2003	0.21	0.45	10.58	11.55	7.19	11.95	12.07	31.20	49.97	7.28	82.7
Mathematics	1999	1.37	4.17	33.26	38.80	12.46	14.13	12.10	38.69	17.26	5.24	56.9
	2000	1.19	3.57	29.73	34.49	12.10	15.56	12.61	40.27	19.72	5.52	59.9
	2001	0.98	2.53	28.44	31.95	12.35	14.87	13.04	40.27	21.36	6.42	62.4
	2002	0.99	2.50	28.16	31.65	13.20	15.80	13.16	42.16	20.77	5.42	61.3
	2003	0.99	2.20	24.79	27.98	12.45	14.98	13.71	41.15	23.07	7.81	65.7
Science	1999	0.74	2.96	30.37	34.08	11.89	14.74	11.82	38.45	20.89	6.59	61.5
	2000	0.78	2.82	29.27	32.87	12.53	14.04	12.18	38.75	21.35	7.03	62.3
	2001	0.78	2.56	27.51	30.85	11.43	14.98	12.70	39.11	22.03	8.01	64.4
	2002	0.55	2.57	25.10	28.22	11.18	14.39	12.99	38.56	23.57	9.65	67.4
	2003	0.45	2.23	26.06	28.73	9.73	15.01	15.75	37.49	22.82	10.96	68.3
Social Studies	1999	0.90	4.35	22.63	27.88	14.93	17.26	15.39	47.58	21.38	3.16	60.9
	2000	0.71	3.91	20.49	25.11	14.82	16.43	15.29	46.54	23.64	4.72	64.1
	2001	0.59	3.57	19.75	23.90	12.53	16.35	14.42	43.31	26.45	6.34	67.3
	2002	0.48	3.06	19.09	22.63	12.65	16.96	15.48	45.09	26.06	6.22	67.7
	2003	0.50	2.94	17.15	20.59	12.74	16.20	14.71	43.64	27.93	7.84	70.3

Performance Level Percentages												
Middle		Novice				Apprentice				Proficient	Distinguished	Academic Index
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	1.47	32.92	N/A	34.39	N/A	35.37	N/A	35.37	26.67	3.57	57.2
	2000	1.76	26.58	N/A	28.34	N/A	35.82	N/A	35.82	31.34	4.50	62.6
	2001	1.52	25.51	N/A	27.03	N/A	34.99	N/A	34.99	33.34	4.64	64.1
	2002	1.15	26.15	N/A	27.30	N/A	34.40	N/A	34.40	33.46	4.83	64.3
	2003	2.45	27.13	N/A	29.58	N/A	24.56	N/A	24.56	32.78	13.07	69.3
Practical Living/ Vocational Std.	1999	1.75	24.66	N/A	26.41	N/A	37.04	N/A	37.04	25.40	11.16	66.5
	2000	1.80	23.07	N/A	24.87	N/A	39.80	N/A	39.80	25.69	9.64	66.1
	2001	1.41	21.79	N/A	23.20	N/A	39.63	N/A	39.63	27.08	10.09	67.8
	2002	1.12	20.34	N/A	21.46	N/A	42.65	N/A	42.65	27.13	8.76	67.6
	2003	1.41	20.54	N/A	21.94	N/A	40.04	N/A	40.04	24.77	13.24	70.0
Total Writing	1999	1.66	50.73	N/A	52.38	N/A	38.13	N/A	38.13	8.79	0.70	39.2
	2000	1.33	48.05	N/A	49.38	N/A	40.14	N/A	40.14	9.70	0.79	41.1
	2001	1.09	45.04	N/A	46.13	N/A	41.55	N/A	41.55	11.30	1.02	43.5
	2002	0.98	40.66	N/A	41.65	N/A	44.66	N/A	44.66	12.29	1.41	46.3
	2003	0.76	33.14	N/A	33.90	N/A	47.94	N/A	47.94	16.57	1.58	51.9
Writing On-Demand	1999	1.16	46.15	N/A	47.31	N/A	47.31	N/A	47.31	5.26	0.11	N/A
	2000	1.08	43.70	N/A	44.78	N/A	47.50	N/A	47.50	7.60	0.13	N/A
	2001	0.95	40.78	N/A	41.73	N/A	48.89	N/A	48.89	9.10	0.29	N/A
	2002	0.84	37.80	N/A	38.63	N/A	55.45	N/A	55.45	5.69	0.23	N/A
	2003	0.61	24.52	N/A	25.14	N/A	57.03	N/A	57.03	17.49	0.34	N/A
Writing Portfolio	1999	1.78	51.87	N/A	53.65	N/A	35.83	N/A	35.83	9.67	0.85	N/A
	2000	1.39	49.14	N/A	50.53	N/A	38.30	N/A	38.30	10.22	0.95	N/A
	2001	1.13	46.10	N/A	47.23	N/A	39.72	N/A	39.72	11.85	1.20	N/A
	2002	1.02	41.38	N/A	42.40	N/A	41.96	N/A	41.96	13.94	1.70	N/A
	2003	0.80	35.29	N/A	36.09	N/A	45.67	N/A	45.67	16.34	1.89	N/A

Performance Level Percentages												
High School		Novice				Apprentice				Proficient	Distinguished	Academic Index
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	1.91	5.30	13.91	21.12	15.81	20.75	18.70	55.26	18.76	4.86	63.6
	2000	1.44	4.33	11.91	17.67	15.35	19.43	20.04	54.83	20.75	6.75	67.7
	2001	1.13	4.48	11.99	17.60	14.75	19.14	19.12	53.00	21.72	7.68	68.8
	2002	0.92	4.96	12.91	18.79	15.09	18.97	18.37	52.44	21.56	7.21	67.8
	2003	0.86	4.16	11.03	16.04	13.98	18.95	20.14	53.06	22.72	8.17	70.6
Mathematics	1999	2.99	6.27	34.85	44.11	9.29	10.52	11.11	30.92	19.19	5.78	56.1
	2000	2.84	6.17	33.25	42.26	10.73	10.74	9.92	31.39	19.45	6.90	57.2
	2001	1.80	5.22	30.80	37.81	11.42	10.54	11.06	33.01	21.51	7.67	60.7
	2002	1.61	5.14	30.34	37.09	10.86	9.98	11.75	32.60	21.00	9.32	62.3
	2003	1.46	4.80	28.59	34.85	10.85	10.89	10.32	32.05	22.89	10.21	64.4
Science	1999	1.81	2.49	27.83	32.13	12.94	16.94	12.40	42.27	23.84	1.76	59.1
	2000	1.69	2.55	26.56	30.81	13.57	14.76	13.54	41.87	25.19	2.13	60.5
	2001	1.27	1.96	25.30	28.52	13.75	15.75	13.11	42.61	26.58	2.29	62.1
	2002	1.00	2.02	23.98	27.01	12.46	14.99	14.24	41.69	27.92	3.38	64.5
	2003	0.86	2.44	24.62	27.92	12.17	14.88	14.64	41.69	27.08	3.32	64.0
Social Studies	1999	2.01	3.39	17.35	22.75	16.61	20.29	17.65	54.55	18.34	4.36	62.3
	2000	1.76	3.54	17.30	22.61	17.18	18.01	18.14	53.33	18.42	5.64	63.5
	2001	1.12	3.40	18.39	22.91	16.33	17.55	17.07	50.95	19.32	6.81	64.8
	2002	0.82	3.61	16.70	21.13	15.34	17.23	16.13	48.69	20.64	9.53	68.2
	2003	0.92	4.06	17.15	22.13	15.26	17.37	16.25	48.88	19.55	9.44	67.3

Performance Level Percentages												
High School		Novice				Apprentice				Proficient	Distinguished	Academic Index
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Arts & Humanities	1999	2.86	40.27	N/A	43.13	N/A	39.79	N/A	39.79	12.40	4.68	48.1
	2000	3.19	35.61	N/A	38.80	N/A	41.60	N/A	41.60	14.12	5.48	51.4
	2001	2.16	32.42	N/A	34.59	N/A	39.22	N/A	39.22	18.96	7.23	56.8
	2002	1.84	27.82	N/A	29.67	N/A	39.49	N/A	39.49	19.76	11.08	62.6
	2003	2.32	27.56	N/A	29.88	N/A	26.12	N/A	26.12	20.58	13.42	64.6
Practical Living/ Vocational Std.	1999	2.68	20.93	N/A	23.61	N/A	28.58	N/A	28.58	38.40	9.41	71.4
	2000	2.23	17.75	N/A	19.98	N/A	31.72	N/A	31.72	38.76	9.54	73.5
	2001	1.89	18.23	N/A	20.12	N/A	31.33	N/A	31.33	38.85	9.70	73.6
	2002	1.49	19.93	N/A	21.42	N/A	30.10	N/A	30.10	39.42	9.06	72.8
	2003	1.66	17.82	N/A	19.48	N/A	30.06	N/A	30.06	38.52	11.94	75.6
Total Writing	1999	1.57	25.55	N/A	27.13	N/A	52.30	N/A	52.30	18.58	2.00	56.1
	2000	1.49	27.63	N/A	29.11	N/A	50.07	N/A	50.07	18.96	1.87	55.2
	2001	1.30	22.01	N/A	23.32	N/A	53.48	N/A	53.48	21.02	2.18	59.0
	2002	1.14	21.87	N/A	23.01	N/A	51.77	N/A	51.77	22.68	2.55	60.1
	2003	0.89	16.74	N/A	17.63	N/A	53.42	N/A	53.42	25.76	3.19	64.5
Writing On-Demand	1999	1.17	32.31	N/A	33.48	N/A	57.86	N/A	57.86	8.57	0.09	N/A
	2000	0.95	34.66	N/A	35.61	N/A	51.89	N/A	51.89	12.35	0.15	N/A
	2001	0.72	20.15	N/A	20.87	N/A	64.42	N/A	64.42	14.43	0.28	N/A
	2002	0.52	23.89	N/A	24.42	N/A	57.47	N/A	57.47	17.86	0.25	N/A
	2003	0.45	19.20	N/A	19.65	N/A	61.52	N/A	61.52	18.36	0.47	N/A
Writing Portfolio	1999	1.67	23.86	N/A	25.54	N/A	50.91	N/A	50.91	21.08	2.48	N/A
	2000	1.62	25.87	N/A	27.48	N/A	49.61	N/A	49.61	20.61	2.30	N/A
	2001	1.45	22.48	N/A	23.93	N/A	50.74	N/A	50.74	22.67	2.66	N/A
	2002	1.29	21.37	N/A	22.66	N/A	50.35	N/A	50.35	23.88	3.12	N/A
	2003	1.00	16.13	N/A	17.13	N/A	51.39	N/A	51.39	27.61	3.87	N/A

